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ABSTRACT

This handbook on cooperative education is intended as a how-to manual designed specifically for the administrators who assume responsibility for implementing the cooperative method. Contents include program descriptions and information on the basic elements of cooperative education. The minimum elements of a written plan for the implementation and maintenance of cooperative education are listed, and information to be contained in a cooperative education student handbook is outlined. Insurance coverage for paid cooperative employment and non-paid cooperative placement is also briefly discussed. These sample forms for implementing the cooperative method are included: list of participants, training plan, training agreement for cooperative vocational education, training agreement information, schedule of business and industry visits, student evaluation, and student wage and hour record. Annotations of relevant legislation, a listing of agencies, and a glossary are appended. (YLB)

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COOPERATIVE VOCATIONAL EDUCATION

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South Carolina Department of Education: An Equal Opportunity Agency
Columbia, South Carolina 29201

July, 1986

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To: Local School District Administrators

The passage of the South Carolina Education Improvement Act of 1984 emphasized the importance of the vocational education delivery system with the Legislature of this state. Our mandate to provide more relevant vocational training programs clearly states:

> "Promulgate regulations to ensure that each school district in its secondary school or vocational center shall establish clearly defined vocational programs designed to provide meaningful employment."

One of seven regulations developed by the State Board of Education to fulfill this mandate states:

> "Beginning with the 1987-1988 school year, Local School Districts shall provide the opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the Local School District Board of Trustees if approved by the State Board of Education."

In an effort to assist you in complying with the regulation, this handbook on cooperative education has been developed as a "how to" manual designed specifically for the administrators who assume responsibility for implementing the cooperative method. We encourage the development of innovative approaches in implementing the cooperative method of instruction as we work together to improve vocational education programs for the citizens of our communities.

Moody Oswald, Director
Office of Vocational Education

PREFACE

Vocational educators and administrators in South Carolina have expressed a need for assistance in identifying and/or developing guidelines for planning and operating quality programs utilizing the cooperative method of instruction.

The regulations and guidelines reflected in this publication are minimal. These guidelines provide local education agencies flexibility in implementing the cooperative method of instruction. Cooperative Education is a method of instruction in vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and vocational instruction by alternation of study in school with a job. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative programs.

Included in this handbook are samples of forms for implementing the cooperative method. The information requested on these forms will provide necessary documentation to meet the Education Improvement Act of 1984 regulation. The forms may be used as they are or they may be altered to meet local needs. The local education agency may find it necessary to develop documentation unique to a particular situation; however, as outlined in the Administrative Provisions for Vocational Education Programs and this handbook, certain information must be collected and maintained on file.

The use and reproduction of materials contained in this handbook are an integral part of the process necessary to promote the operation of quality vocational programs utilizing the cooperative method of instruction.

The committee who developed and revised the cooperative education guidelines are listed as follows:

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REVIEW PANEL

Sincere appreciation is expressed to the following individuals who provided advice and assistance in the development of this Cooperative Vocational Education Handbook.

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PROGRAM DESCRIPTIONS

Agricultural Education

Agricultural Education programs are planned, developed and conducted based upon need, student interests, and available resources. They are designed to prepare students for careers in agricultural production and in agribusiness occupations such as agricultural mechanics, food processing, forestry, horticulture, environmental and natural resources. Programs developed through cooperative efforts between the parents, school and the agribusiness community guide students toward realistic career opportunities and provide entry level skills for job placement.

Business Education

Business Education programs provide opportunities for students in grades 9-12 to learn relevant skills to prepare for entry-level and advanced positions in business and industry. The cluster concept is offered in the instructional program to develop a broader range of skills and knowledge necessary for successful employment. In addition, the training instills the value of being a productive citizen. The Business Education curriculum emphasizes decision-making, problem-solving, economic education, understanding the role of the individual in the work force, human relations skills, logic, reasoning and a basic knowledge of the computer.

Health Occupations Education

Health Occupations Education programs are designed to provide students interested in a health career, the body of related subject matter and planned learning experiences essential to making informed decisions about a career in the health care field. The curriculum combines classroom/laboratory instruction with on-the-job training. Emphasis is placed on defining the role and responsibility of members of the health care team, developing skills and knowledge that will prepare the student for successful employment and developing in the student a realistic self perception of abilities, interests and goals as they relate to a career objective. Health Occupations Education programs are available to secondary students in the eleventh and twelfth grades and to high school graduates and eligible adults at the post secondary level.

Home Economics Education (Occupational)

Home Economics Education is composed of instructional programs in two areas, Consumer and Homemaking Education and Occupational Home Economics. Consumer and Homemaking programs are designed to provide learning experiences in life skills essential for men and women as they assume individual and family member roles in society. Occupational Home Economics programs include instruction and related activities which prepare students for immediate job entry or continued specialization in post-secondary institutions. Only the occupational component of Home Economics Education is required to use the cooperative method of instruction.

Marketing Education

Marketing Education programs provide training for students in marketing and merchandising. Students are provided with the opportunity to develop skills which are needed for entry-level and advanced positions. Instruction focuses on the marketing functions that workers perform which include selling, buying, financing, sales promotion, transporting and material handling. Emphasis is placed on human relations, communication, economic and entrepreneurship education.

Special Programs

Disadvantaged

Special programs and services for the disadvantaged students are intended to enable eligible students (defined as academically or economically disadvantaged) to succeed in vocational education by providing extra supportive services in excess of those available to non-disadvantaged students. A major effort is provided in remedial reading, measuring, and calculating to assist disadvantaged students enrolled in vocational education. The cooperative method of instruction for these students is made available through the occupational programs.

Handicapped

Special programs and services for the handicapped students are provided to enable students with a handicap (defined as mentally retarded, learning disabled, emotionally, visually, hearing, speech, or orthopedically handicapped) to have access to an appropriate vocational education program. Also, special programs assist each student in the completion of a program compatible with their individual abilities, aptitudes, and interest. These students may utilize the cooperative method of isntruction through the occupational programs.

Trade and Industrial Education

Trade and Industrial Education is a family of programs that address a wide range of occupations. Some training areas that are covered under the trade and industrial education umbrella are: construction trades, mechanics and repairers, and precision production. There is a balance between laboratory/shop skill training and classroom education geared to specific knowledge needed in the occupation. Students who complete a program of study with a mastery of the competencies for which the program was designed will have entry level skills into that occupation. Students who desire upward mobility within their career choice are encouraged to continue their education at the postsecondary technical education and/or the college levels.

BASIC ELEMENTS OF COOPERATIVE EDUCATION

I. The cooperative method of instruction shall be an integral part of the activities of the final level of vocational (occupational) programs. The cooperative method of instruction shall be made available to students enrolled in occupational vocational subject areas that meet local established criteria for participation. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education. This regulation does not apply to programs where state licensing regulations prevent students from participating in the cooperative method of instruction.

II. Basic Elements for Implementing the Cooperative Method of Instruction

A. All applicable Federal, State, and local laws and regulations shall be considered in developing the written plan.

B. A written plan for the implementation and maintenance of the cooperative method of instruction shall be developed by the local education agency, in collaboration with business and industry. Local education agencies may make provisions for paid work experiences where the student is paid a monetary wage for each hour worked, a non-paid work experience where the student receives documented work experience in lieu of money, or a combination of both. In any event, insurance coverage and workers' compensation must be provided. (For further information concerning insurance see page 7).

In addition to making provisions for paid/non-paid experiences and to provide adequate insurance coverage, the written plan shall include the following minimum elements:

1. goals
2. objectives
3. student participation criteria
4. policies and procedures to be followed by administrators of the cooperative method, and by participating students
5. school responsibilities
6. coordinator responsibilities
7. guidance responsibilities
8. parent responsibilities
9. agency responsibilities
10. agreement between all involved
11. schedule for alternation of work/classroom
12. methods of evaluation

III. A Cooperative Education Student Handbook shall be developed by each school district/vocational center. The handbook shall be made available to each participating student, and shall contain the following information:

1. narrative description of the cooperative method of instruction, as defined by the local education agency, and will include goals, objectives, policies, and procedures of the implementation and operation of the cooperative method of instruction.

2. identification and responsibilities of all parties involved (school, student, coordinator, parent, and work site representative).

3. written agreement between all parties to comply with cooperative method of instruction policies and procedures developed by the local education agency.

4. list of occupational vocational courses from which a student may participate in the cooperative method of instruction.

5. criteria that a student must meet in order to participate in the cooperative method of instruction.

6. schedule and duration of the work experience, and classroom activities.

7. credit, if applicable, to be received for successful participation at the work site.

8. visitation schedule of the coordinator and the vocational instructor. (dates and times of visitation)

9. statement of student accident and liability insurance coverage.

10. student evaluation instruments.

11. remuneration, if applicable.

12. documents of consent, and all agreements.

13. training plan which identifies competencies to be achieved.

14. disclaimer to the effect that those students meeting entry criteria will be accepted and assigned to work sites without regard to sex, race, color, national origin, handicap or being disadvantaged.

15. check list of items to be covered with employer as determined by local needs.

INSURANCE COVERAGE

IV. One of the foremost concerns of an employer is the liability for accidents involving cooperative education students. The administrators of a school district must also be aware of their responsibility in regard to liability for implementing the cooperative method of instruction. While some general advice can be given, the district must consult with its legal counsel since interpretations may differ within the state. The types of insurance that should be considered by school districts are: workers' compensation insurance, general student liability insurance, and accident insurance. Particular attention should be given to the placement of students in occupations considered hazardous by the Department of Labor.

PAID COOPERATIVE EMPLOYMENT

Students who are paid wages for their cooperative work experience must be covered under the educational institution's workers' compensation plan. This is mandated by state statute #42-7-60 and related statutes #42-7-65, and #42-1-320. **The employer cannot pay the premium for the student as the school is responsible for this payment.** When the school pays this insurance premium, there should be no additional insurance necessary for students who are paid wages.

NON-PAID COOPERATIVE PLACEMENT

Students who are placed under the work-learner program and who meet the criteria listed below are not considered employees. The educational agency does not have to pay workers' compensation but would want to consider general student liability insurance and accident insurance for these students. A student is considered a trainee and not an employee under the work learner program described below as follows:

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If **all** of the following criteria apply, the trainees or students are not employees within the meaning of the Act.

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
(2) the training is for the benefit of the trainees or students;
(3) the trainees or students do not displace regular employees, but work under their close observation;
(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;
(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Although schools are not legally obligated to carry accident insurance, those schools offering the cooperative method of instruction often provide their students with such protection. If schools do not carry accident insurance, students or their parents should be required to obtain such protection before a student in permitted to enter the cooperative method. This protection should be clearly stated and agreed upon in the training agreement drawn up between the school, parents, student and employer.

The working conditions should be carefully evaluated in determining the suitability of training stations because the school is responsible for the health, safety, and job satisfaction of students. Placement of students in training stations where the environment is unpleasant, or not in keeping with generally accepted standards for the occupation, breeds dissatisfaction on the part of students, parents, and others who expect cooperative vocational education to maintain high standards. Some working conditions to consider in selecting suitable training stations are:

1. Convenience of location with respect to the student being able to arrive safely at work and at home within a reasonable period of time.

2. Safe working conditions.

3. Hours of work which allow the student sufficient time to keep up with school work, participate in recreation, and get adequate rest.

4. Adequate equipment and facilities to practice the occupation for which training is planned.

5. Compliance with local, state, and federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations.

SCHOOL DISTRICTS SHOULD CHECK WITH THEIR INSURANCE CARRIER TO BE SURE STUDENTS WHO ARE USING THE COOPERATIVE METHOD OF INSTRUCTION ARE COVERED WITH INSURANCE.

LISTING OF SAMPLE FORMS

1. List of Participants
2. Training Plan
3. Training Agreement for Cooperative Vocational Education
4. Training Agreement Information
5. Schedule of Business and Industry Visits
6. Student Evaluation
7. Student Wage and Hour Record

SAMPLE

LIST OF PARTICIPANTS

_____

PROGRAM AREA

	Student's Name	Social Security Number	Date of Birth	Training Station	Job Title	Dates of Employment
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

SAMPLE

TRAINING PLAN

Name _____ Job Title _____

Soc. Sec. No. _____ Training Sponsor _____

School _____ Phone _____

Vocational Program _____ Coordinator _____

Student's Career Objective _____ Instructor _____

COMPETENCIES TO BE DEVELOPED

(LIST THE COMPETENCIES THE STUDENT IS TO LEARN ON-THE-JOB)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

LEARNING ACTIVITIES

(BRIEFLY DESCRIBE WHAT THE STUDENT WILL DO TO MASTER THE COMPETENCIES LISTED ABOVE)

_____

IT IS THE POLICY OF THE SCHOOL DISTRICT THAT NO PERSON ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN OR ANCESTRY, AGE, SEX, MARITAL STATUS, HANDICAP, OR BEING DISADVANTAGED SHOULD BE DISCRIMINATED AGAINST, EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE BE SUBJECTED TO DISCRIMINATION IN ANY PROGRAM OR ACTIVITY.

One Copy For Employer, File and Instructor

SAMPLE

TRAINING AGREEMENT FOR COOPERATIVE VOCATIONAL EDUCATION

All parties jointly agree to the following:

1. If a monetary wage is paid, it should be fair compensation and include a provision for equal pay for equal work.

2. The training shall be on the job and in the related vocational subject area to facilitate the process by which the trainee will become proficient in the occupation.

3. The coordinator of the cooperative training will coordinate the on-the-job and in-school experiences, will provide on-site supervision, and will work cooperatively with the employer to provide the necessary guidance.

4. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the cooperative method of instruction.

5. Safety instruction will be provided by the employer.

6. Adequate insurance coverage for the student is provided by:

   _____
   (List who has coverage: business, school, parents)

7. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.

8. The training agency shall conform with all federal, state, and local laws, provide the student with a variety of learning experiences, and shall provide a progress report for the student for each grading period.

9. Students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, handicap, or being disadvantaged.

_____	_____
School Administrator	Employer
_____	_____
Cooperative Coordinator	Student
_____	_____
Vocational Instructor	Parent or Guardian

One copy for employer, file, and instructor.

SAMPLE

TRAINING AGREEMENT INFORMATION

EMPLOYER INFORMATION

Employer _____
NAME OF BUSINESS TYPE OF BUSINESS

Address _____
STREET OR BOX CITY STATE ZIP PHONE

Exemption From Hazardous Occupation Orders (✓) - Yes ____ No ____.
(Refer to Child Labor Bulletin 101 for information)

Student's Supervisor _____
NAME TITLE

Dates of Employment _____ to _____
BEGIN END

Workers' Disability (✓) Yes ____ No ____. Underwriter _____

Liability Insurance (✓) Yes ____ No ____. Underwriter _____

Training Assignment _____
JOB TITLE

Rate of Pay (if applicable) _____ Hours per week _____.

STUDENT INFORMATION

Student Name _____

Address _____
STREET OR BOX CITY STATE ZIP PHONE

Social Security No. _____ Driver's License No. _____

Grade _____ Date of Birth _____ Age _____

Vocational Program _____ Instructor _____
(RECORD NAME AND LEVEL OF COURSE IN WHICH STUDENT IS ENROLLED)

Career Objective _____

Cooperative Coordinator _____
(SCHOOL PERSON RESPONSIBLE FOR STUDENT) PHONE

In a Medical Emergency Contact _____
NAME PHONE

Family Doctor _____
NAME PHONE

Other Medical Information _____
(ALLERGIES, MEDICATIONS, CONDITIONS, ETC.)

SAMPLE

SCHEDULE OF BUSINESS/INDUSTRY VISITS

Coordinator's Name: _____

For the period: _____ 19 ____ to _____ 19 ____
BEGINNING ENDING

DATE	TIME	TRAINING STATION VISITED	STUDENT

SIGNATURE _____

IT IS THE POLICY OF THE SCHOOL DISTRICT THAT NO PERSON ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN OR ANCESTRY, AGE, SEX, MARITAL STATUS OR HANDICAP OR BEING DISADVANTAGED SHOULD BE DISCRIMINATED AGAINST, EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF OR OTHERWISE BE SUBJECTED TO DISCRIMINATION IN ANY PROGRAM OR ACTIVITY.

SAMPLE

STUDENT EVALUATION

Name _____ Job Title _____

Firm _____ Training Sponsor _____

School _____ Phone _____ Coordinator _____

Vocational Program _____ Instructor _____

Student's Career Objective _____ Grading Period 1 2 3 4 5 6

COMPETENCIES TO BE DEVELOPED	EVALUATION OF COMPETENCY
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Local evaluations for each student shall be developed by the Local Education Agency and have in file

WORK HABITS AND ETHICS	EVALUATION STATEMENT
EXAMPLE: ACCEPTS CONSTRUCTIVE CRITICISM	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

SAMPLE

STUDENT WAGE AND HOUR RECORD

FROM _____ 19___ to _____ 19___

STUDENT-LEARNER _____

TRAINING STATION _____

TRAINING SPONSOR _____

DAY	HOURS WORKED	RATE (IF APPLICABLE)
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

DATE: _____ STUDENT-LEARNER _____ EMPLOYER: _____

Signature Signature

It is the policy of the school district that no person on the basis on race, color, religion, national origin or ancestry, age, sex, marital status, handicap or being disadvantaged should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

LEGISLATION

1. Education Improvement Act of 1984 (Division II, Subdivision A, Subpart 5, Section 1) beginning with the 1987-88 school year, local school districts shall provide the opportunity for the cooperative method of instruction in the final level of vocational education (occupational) courses. Exception to this regulation may be made by the local school district board of trustees if approved by the State Board of Education.

2. Carl D. Perkins Vocational Education Act of 1984 (P.L.98-524) arrayed the Federal involvement in vocational education to: (1) make vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, persons participating in vocational education programs designed to eliminate sex bias and stereotyping, and incarcerated criminal offenders; and (2) to improve the quality and relevance of vocational education programs to give the Nation's workforce the marketable skills needed to improve productivity and promote economic growth.

3. Civil Rights Act of 1964 (P.L.88-352) under Title IV, mandated the desegregation of public educational institutions and, under Title VI, made racial and ethnic discrimination illegal in programs that receive federal financial assistance.

4. Education Amendments of 1972 (P.L.92-318) established the Education Division, the National Institute of Education. Title IX prohibited discrimination based on sex in any program receiving federal funds.

5. Equal Pay Act of 1963 (Amended 1972, 1978) equal pay for equal work under similar conditions regardless of sex.

6. Federal Fair Labor Standards Act of 1938 established minimum wage, overtime pay, equal pay, recordkeeping, hazardous conditions, and child labor standards for minors in agriculture and nonagriculture occupations.

7. Rehabilitation Act of 1973, Section 503 of 1973 federal contractors agree not to discriminate against any handicapped person who is qualified to perform the job; and agree to take affirmative action to hire, advance, and treat handicapped without discrimination.

8. Federal Register/Volume 50, Number 150/Friday, August 16, 1985/Rules and Regulations defines cooperative education as a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative programs.

9. Code of Laws of South Carolina 1976, Section 42-7-65, 42-1-320, 42-7-60. Section 42-1-320 public entities and their employees cannot exempt themselves. Section 42-7-60 officers and employers covered by article. Section 42-7-65 average weekly wage designated for certain categories of employees.

AGENCIES

1. U.S. Department of Labor
   Employment Standards Administration
   Wage and Hour Division
   1835 Assembly Street
   Columbia, SC 29201
   (803) 765-5981

2. U.S. Department of Labor
   Occupational Safety and Health Administration
   1835 Assembly Street
   Columbia, SC 29201
   (803) 765-5904

3. U.S. Department of Labor
   Bureau of Apprenticeship and Training
   1835 Assembly Street
   Columbia, SC 29201
   (803) 765-5547

4. U.S. Department of Human Services
   Social Security Administration District Office
   1835 Assembly Street
   Columbia, SC 29201
   (803) 765-5361

5. U.S. Office of Civil Rights
   230 S. Dearborn Street
   Chicago, IL 60604
   (312) 353-1984

6. South Carolina Labor Department
   OSHA Education and Training Consultation
   Landmark Center
   3600 Forest Drive
   Columbia, SC 29211

7. South Carolina Employment Security Commission
   1550 Gadsden Street
   Post Office Box 995
   Columbia, SC 29202
   (803) 758-2583

8. S. C. Department of Education
   Office of Vocational Education
   Program Planning and Development
   904 Rutledge Building
   1429 Senate Street
   Columbia, SC 29201

GLOSSARY

Advisory Committee

A group of persons, selected from outside the field of education because of their knowledge and expertise in certain areas, to advise educators on vocational programs.

Career Education

The total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Career Interest

The student's decision to pursue a job description or cluster within a vocational education program area.

Cooperative Education

Cooperative Education means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, or other periods of time in fulfilling the cooperative program.

Coordination

The process of integrating into a harmonious relationship the administrative, organization and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction between the school and the training station, coordination may also include, but is not limited to, student recruitment and orientations, survey of employers, organization and work with advisory committees, parent consultation, evaluation (follow-up), report writing, and sponsorship of vocational student organizations.

Discharge

Dismissal of a worker from employment. The term implies discipline for unsatisfactory performance and thus is usually limited to dismissals for such reasons as insubordination, absenteeism, or inefficiency.

Discrimination

Unequal treatment of workers because of race, national origin, creed, color, sex, age, union membership or activity, or any other characteristics not related to ability or job performance. Discrimination is prohibited by Federal, State, and local laws.

Duty

A large segment of work performed by an individual. It is one of the distinct major activities involved in the work performed, and it is composed of several related tasks.

Employer

General term for any individual, corporation, or other operating group which hires workers.

Follow-Up

Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

Fringe Benefits

Generally, supplements to wages receive by workers at a cost to employers. The term covers a host of practices such as paid vacations, pensions, and health and insurance plans.

Hazardous Occupations Exemptions Orders

Certain exemptions have been granted from selected Hazardous Occupations for the student-learner who is enrolled in a course of study and training in a cooperative vocational training program. Certain criteria must be met to meet the exemption status. Refer to the Child Labor Bulletin 101, Child Labor Requirement in Nonagricultural Occupational Child Labor and Bulletin 102, Child Labor Requirement in Agriucltural Occupations for complete information.

Job

The duties and tasks actually performed by a specific individual.

Job Description

A written statement listing the elements of a particular job or occupation. The statement may include the purpose of the job, duties, equipment used, qualifications, training requirements, physical and mental demands, and working conditions.

Job Type

A group of jobs that are composed of essentially the same significant duties and tasks.

Leave

Excused time away from work. Leave may be used for sickness, vacations, and personal or other reasons; it may be paid or unpaid.

Minimum Wages

The lowest rate of pay, established by law or through collective bargaining, at which covered workers may be employed. The minimum wage is usually expressed as an hourly rate.

Occupational Field

A group of recognized occupations having many similarities, including the following characteristics: type of work performed, basic aptitudes, acquired knowledge and training required; the tools, machines, instruments, other equipment, and basic materials used.

Occupational Safety and Health Administration (OSHA)

Under the South Carolina Occupational Safety and Health Act the State is responsible for the enforcement of occupational safety and health standards in all workplaces, both public and private, within the State of South Carolina; however, longshoring, shipbuilding, ship repairing, and shipbreaking operations covered by the Longshoremens' and Harbor Workers' Compensation Act, as amended, shall remain under Federal jurisdiction.

On-The-Job Training

Instruction in the performance of a sequentially planned task given a student-learner by the employer during the usual working hours of the occupation. Learning experiences at the training station are comprised of both the application of theory and the technical skill development of the student-learner. These experiences are general goals of the training station.

Placement Services or Placement Activities

A series of coordinated activities for students planning further education or seeking part-time employment either for additional education, for on-the-job training or for earning a living.

Related Vocational Instruction

In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

Task

A unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and it is performed within a limited period of time.

Task Analysis

A detailed listing of skills necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for teaching, equipment, or for classification purposes.

Task Inventory

An instrument used for conducting an occupational survey. It consists of items of identification and background information and a list of appropriate duties and task statements.

Training Agreement

A statement of agreements regarding the participation of a student in a work environment. Initiated by the school, the agreement reflects a cooperative commitment on the part of the coordinator, employer, student, and parents/guardians.

Training Plan

An educational plan used in conjunction with a training agreement. Specific competencies to be learned on-the-job and in the educational institution are included, along with an organized plan for the orderly acquisition and progression of the job competencies.

Training Sponsor

The individual to whom the student-learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner, manager, or a responsible individual appointed by management.

Training Station

The business/industry providing learning experiences for the student-learner.

Vocational Education

Vocational Education is an integral component of public education in South Carolina providing individuals both secondary students and adults an opportunity to attain occupational competencies and related academic instruction. The system is dedicated to helping all individuals realize their vocational objectives and achieve an optimum level of personal competency consistent with their interests, aptitudes, desires and abilities.

The mission of Vocational Education is to enhance the economic development process of South Carolina by providing persons of all ages the opportunities to acquire career competencies for the work place and/or a foundation for career development through higher education.